

THE CONGRUENCE BETWEEN ADJUNCT FACULTY UNDERSTANDING
OF THE LEARNING CHARACTERISTICS AND PREFERRED
TEACHING METHODS OF THE ADULT LEARNER AND THE
SELF-REPORTED LEARNING CHARACTERISTICS AND
PREFERRED TEACHING METHODS OF ADULTS
ENROLLED IN POST-SECONDARY INSTITUTIONS

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The School of Education

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for the Specialist Degree in
Higher Education

by

Nancy L. Wilson


June 1991

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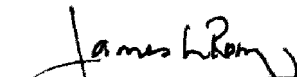
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An abstract of a Thesis by
Nancy L. Wilson
June 1991
Drake University
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The problem. The problem which this study investigated was the congruence between the adjunct faculty understanding of the learning characteristics and preferred teaching methods of the adult learner and the self-reported learning characteristics and preferred teaching methods of adults enrolled in post-secondary institutions.

Procedure. The design of the study was an informative survey utilized to illicit responses from adjunct faculty and adult learners on the interests and needs of the adult learner. A 53-item survey was developed and sent to adjunct faculty who had taught a junior/senior level course or courses during the 1990-1991 academic year at the satellite campus of a private four-year college. Also, a 53-item survey was developed and given to adult learners at the same satellite campus.

Findings. (a) There was not congruence between the faculty understanding of why adults return to college and the reasons provided by the adult learners. (b) There was congruence between the faculty understanding of physical and cognitive differences between the adult students and the traditional age students and those differences provided by the adult learners. (c) There was not congruence between the faculty understanding of the learning styles of adult learners and the learning style preferences provided by adult students.

Conclusion. Although a generalization should not be made from the results of the study, the researcher feels the implications are not unique to the sample studied. With the increased numbers of adults entering college, awareness of motivational factors

causing the adult student to return to college and sensitivity to the learning characteristics and the preferred teaching methods of the adult learner is an important issue for faculty development programs. Understanding of the adult learner enhances one's teaching ability as well as creates a successful learning experience for the adult learner.

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Chapter I

INTRODUCTION

The number of non-traditional students has increased dramatically on our nation's campuses. Statistics show that significant numbers of adult learners are returning to the formal educational setting. "Adults today constitute more than half of all full-time and part-time college students and will make up well over half the total in the years to come" (Aslanian & Brickell, 1980, p. xii).

The change in our nation's demographics on college campuses can be attributed, in part, to declining birth rate and increased longevity. As a result, "We have shifted from a youth-centered to an adult-centered society--with drastic implications for our whole educational enterprise (Knowles & Associates, 1984, p. 99).

As more adults enroll in college, the need for faculty to understand the learning characteristics and preferred teaching methods of adults has become essential.

Schools and colleges have traditionally planned with the needs of children or youth in mind.

Accordingly, if it was assumed that what was being offered was education, then if an adult wanted education he ought to take what was offered. Actually for many years adults seeking an education not only took a curriculum designed for children, were taught by teachers whose only experience was with children, but were obliged to sit at desks built for children. (Kidd, 1973, p. 37)

Following World War I, studies began to emerge which documented that adults have learning characteristics and preferred teaching methods that are different from children. In 1939, Thomas argued that "on the whole, adult education is as different from ordinary schooling as adult life, with its individual and social responsibilities, is different from the protected life of the child" (pp. 365-366). It is now felt that "the selection of instructional strategies must be based on the characteristics of the audience, as well as on the nature of the expected learning" (Cranton, 1989, p. 3). Draves (1984) added that adult education calls

for a different type of teacher, one who understands how adults learn, one who can create a

positive climate for learning, tap the experiences and talents of the students themselves, and one who is also a lifelong learner and wants to improve his own facilitating of adult learning.

(p. 2)

Most educators now agree that curriculum and methods should be related both to the goals of education and to the needs of the student.

While it is acknowledged that adult learning characteristics and preferred teaching methods are different than the learning characteristics and preferred teaching methods of children, "most facilitators are expert in the content area they teach, but they usually have little preparation in the process of helping adults learn" (Knox, 1986, p. xi). Their approach to teaching is usually the conventional mode of education, which is how they were taught. The model employed is basically one that was designed for the education of youth. The model is one which tends to place the adult learner in a dependent role as a student rather than as an active participant in the learning process.

Purpose of the Study

While the number of adults enrolled on our nation's campuses has increased, there is a void in research on the extent to which faculty understand the learning characteristics and the preferred teaching methods of adult learners. Thus, the purpose of this study was to begin an exploration of the congruence between the adjunct faculty understanding of the learning characteristics and preferred teaching methods of the adult learner and the self-reported learning characteristics and preferred teaching methods of adults enrolled in post-secondary institutions.

Research Questions

Specifically, this study was designed to answer the following research questions:

1. Is there a significant difference in the extent to which adjunct faculty understand why adults return to college and the reasons provided by the adult learners?
2. Is there a significant difference in the extent to which adjunct faculty understand the physical and cognitive differences between adult students and the traditional age students and those differences provided by the adult learners?

3. Is there a significant difference in the extent to which adjunct faculty understand the learning styles of adult learners and the learning style preferences provided by adult students?

Significance of the Study

The nontraditional student is becoming a significant population in colleges today. By 1992, "the proportion of college students over the age of 25 will increase to 50 percent, and the percentage of part-time college students will increase to 50 percent" (College Entrance Examination Board, 1985, p. xi). With the increase of adults returning to college, a need for educators to understand the learning characteristics and preferred teaching methods has grown immensely.

In learning situations, adults are definitely different from youth. . . . The teacher must be aware not only of the felt needs of the adult learner but must be able to use teaching strategies that will enable the adult to begin to meet those needs early in the instructional process. (Seaman & Fellenz, 1989, pp. 2-3)

Faculty understanding of the differences in adult learning compared to conventional education, as well as

instructional strategies that encourage adult learning, will help adults achieve their desired outcome when attending post-secondary institutions.

If the results of the study are congruent between the faculty understanding of learning characteristics and preferred teaching methods of adults and the learning characteristics and preferred teaching methods reported by adult learners, then it would seem that the faculty is sensitive to the learning needs of the adult learner.

If the findings are not congruent, then the study would suggest that faculty might not be aware of the motivational factors causing the adult student to return to college, the physical and cognitive differences of the adult student compared to the younger student, and the preferred learning styles of the adult student. Evaluating and assessing the faculty understanding of the adult learner will enhance one's teaching ability as well as create a successful learning experience for the adult learner.

Definition of Terms

Adjunct faculty is used interchangeably with part-time faculty.

Adult, in this educational text, is used in terms of a social and psychological definition; that is,

A person is adult to the extent that the individual is performing social roles typically assigned by our culture to those it considers to be adults--the roles of worker, spouse, parent, responsible citizen, soldier, and the like.

Applying the second criterion, a person is adult to the extent that that individual perceives herself or himself to be essentially responsible for her or his own life. (Knowles, 1980, p. 24)

Adult learner "is any individual who engages in educational activities for the purposes of acquiring knowledge, skills, or values in any area. The term student is generally avoided since it connotes a younger learner, but when used, it is equivalent to learner" (Cranton, 1989, p. 4).

Characteristics of the adult learner are those components, attributes, or features that typically describe adults as learners, such as physical needs when learning, cognitive differences as compared to youth, self-concept, need to know, role of experience,

readiness to learn, orientation to learning, and motivation for learning.

Instructor and/or teacher is used interchangeably with part-time or adjunct faculty who facilitate or direct learning in college credit courses.

Junior/senior level courses are those courses taken in the junior/senior year of a four-year curriculum.

Nontraditional student is used interchangeably with the adult learner.

Part-time faculty are those who do not teach full time.

Post-secondary college credit programs are institutions providing courses leading to a four-year degree.

Preferred teaching methods are instructional strategies employed by faculty in the classroom that are preferred by adult learners.

Limitations of the Study

It is difficult to determine the training and teaching experience faculty have had regarding

evaluation and assessment of adult learner characteristics. If an instructor has had considerable experience teaching adults, the results of the questionnaire may be affected by this experience.

Forty-two adjunct faculty members were surveyed and 37 adjunct faculty members served as the sample; this is a relatively small sample. Only the adjunct faculty employed at the Marshalltown Center of Buena Vista College were used as the sample. As a result, findings of this study cannot be generalized to the general population of faculty teaching adults at other institutions.

The instrument used in the study was an author-constructed questionnaire and may limit the study's outcomes.

Chapter II

REVIEW OF THE LITERATURE

Studies have shown that not only is there a definite rise in the rate of adult learning, but there is an unequal participation of the types of adults involved in learning. Research has been conducted on why they are motivated to learn and what triggers that motivation. The characteristics of the adult learner also have been analyzed and theorists have described in depth the differences of adult learning compared to that of children or youth. The review of the literature shows that no theoretical research has been done on faculty understanding of the adult learner.

Number of Adult Learners

Cross (1981) attributed the growth of lifelong learning in the United States to three influences:

First are the demographic factors that result in larger numbers of adults in the population. . . .

A second influence is social change--the rising educational level of the populace, the changing roles of women, early retirement, civil rights, increased leisure time, changing life styles, and so forth. . . . And the third pressure springs

from technological change and the knowledge explosion. Almost any worker in society has the problem of keeping up with new knowledge, but technological change is so fast and powerful that it wipes out entire industries and creates new ones in a single decade. (pp. 2-3)

Why Adults Return to College

In 1980, Aslanian and Brickell conducted a two-year national survey to examine why adults learn, what adults learn, and when adults learn. It was a major contribution to the literature in the field of the adult learner because it provided information about the adult life cycle as it relates to adult learning. They found that the traditional sequence of major transitions in adult life is changing. Until recently this sequence was simple and uniform.

Almost everyone went to school at age 6, took at one long sitting all the formal education he or she would ever get, moved directly from that to a "lifetime job" in either market-place or home, and then retired at age 65 to rust. (Aslanian & Brickell, 1980, p. vii)

These passages in a person's life were accepted as functions of age and were considered so automatic that one had little control.

It was found that transitions in the adult life cycle have changed along with the idea that one has no alternatives. Technological, social, economic, and political developments have crumbled the stability and rigidity of the traditional pattern of life from yesterday. Times have changed. No longer is finding a job after high school automatic. The transition point from high school to work today is characterized by unemployment rates. Lifetime jobs are a rarity due to the creation of highly specialized occupations of modern technology and people will now be forced to change careers three or four times. Women who combine motherhood and career present another set of transitions along with the fastest growing age group of voters over the age of 65. These changes affecting an adult's career, family situation, health, religion, or leisure opportunities lead to seeking out educational renewal. Aslanian and Brickell (1980) found that going back to school is not the transition in itself, but is more of a consequence of some other change in a person's life.

What was once a simple sequence of transitions, adult life has become "more turbulent and can be expected to become even more so in future years" (Aslanian & Brickell, 1980, p. 28). While many of these transitions are voluntary, some are not. It followed that while many adults want to learn, others have to learn. "Many adults had to learn in order to get their jobs, keep them, or advance beyond them" (p. 66).

Type of Adults Returning to College

Studies have also found that some groups are not involved in learning activities in proportion to their population. Hispanics, for example, are America's most rapidly growing minority, yet this group's percentage of adult learners is not increasing. And, black adult learners are not proportional to their population increases (Cross, 1981). Cross also determined that adults who continue learning are those who are already among the better educated. "The more education people have, the more education they want, and the more they participate in further learning activities" (p. 15).

Cross (1981) also studied why adults do not learn and classified the reasons into three barriers: situational barriers such as lack of time, job, or home

responsibilities, etc.; disposition barriers, that is attitudes of oneself about learning; and institutional barriers due to restricted locations and inconvenient schedules (p. 98).

Categories of Adult Learners

A study done by Houle in 1961 categorized three classes of why adults initiate learning. The goal-oriented who learn to accomplish specific objectives, the activity oriented who learn to develop social contacts and relationships with others, and the learning oriented who learn for the sheer pleasure of acquiring knowledge for its own sake. He points out that adults become motivated for three reasons: the recognition of a need or interest, the will to do something about it, and the opportunity to do so. He attributed five factors to life-long learning:

(a) strong relationships with parents, (b) positive exchanges with previous teachers and schooling, (c) public libraries used as an important resource, (d) changed occupations, and (e) encouraged by others to continue learning.

Morstain and Smart (1977) also identified five types of adult learners: (a) non-directed learners who have no specific goals, (b) social learners who want to

improve their social interests and personal associations, (c) stimulation-seeking learners who learn to escape from routine and boredom, (d) career-oriented learners who learn because of occupational interests, and (e) life change learners who learn to improve multiple facets of their lives--career, intellectual, social, etc.

Cognitive Characteristics of Adult Learning

It was previously thought that adults could not learn and that learning was for young people. The sayings, "you can't teach an old dog new tricks," or "you can't change human nature" confirmed this belief. It wasn't until 1928, when Thorndike presented his studies on the learning ability of adults, that any scientific data had been collected. He concluded that adults could learn and they possessed interests and abilities that were different from those of children and youth.

The evidence shows that "aging need not be considered a major handicap in learning until quite late in life" (Cross, 1981, p. 154). If adults can control the pace, "most adults in their forties and fifties have about the same ability to learn that they had in their twenties and thirties" (Knox, 1977,

p. 422). Adults perceive, think, and act more slowly than younger people, yet learning ability is usually measured under time limits. "The individual who produces the largest number of correct answers in the specified time is assumed to be the most intelligent or to have the greatest capacity for learning" (Cross, 1981, p. 166). Although it might take adults longer to react, they compensate for their lack of quickness by their attention to accuracy.

In 1963 Cattell concluded that fluid intelligence and crystallized intelligence show different patterns throughout the aging process. Fluid intelligence, or innate intelligence, declines with age while crystallized intelligence, which is influenced more by education and experience, increases with age. Tests calling for reasoning, knowledge, and experience would be better for adult learners while tests to measure abilities such as memory span, spatial perception, and adaptation to new situations would be geared more for the younger person. Cross (1981) agrees and states that "the greatest problems with memory for older people occur with meaningless, complex learning, and the learning of new things that require reassessment of old learning" (p. 163).

Physical Characteristics of Adult Learning

The aging process also involves a number of physical changes, such as decline in vision and hearing, that can interfere with an adult's ability to learn. Good lighting in the classroom, well prepared visual aids, distinctness of speech and volume should also be taken into consideration when teaching adults. Although an educator cannot change the life cycle, he/she "can compensate for the decline in reaction time by stressing power rather than speed in learning, and they can adapt to declines in vision by making sure that illumination is adequate for learners" (Cross, 1981, p. 236).

Adult Learning Styles

In 1926 Lindeman, a pioneering theorist of adult learning, identified significant differences between the educational designs for adults and children. He was the first to lay the foundation for a systematic theory about adult learning by identifying five key assumptions about adult learners that are different from the pedagogical model of learning.

(1) Adults are motivated to learn as they experience needs and interests that learning will satisfy; these are, therefore, the appropriate

starting points for organizing adult learning activities. (2) Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects. (3) Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience. (4) Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it. (5) Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning. (Knowles, 1973, p. 31)

Attempts had been made as early as 1949 to bring together research regarding the adult learner. In the mid-sixties, when European adult educators felt the need for a label to describe a new theoretical model of learning that differed with the pedagogy model of teaching children, they coined the word andragogy. Andragogy was derived from the stem of the Greek word

"aner" meaning man, as distinguished from boy, and "agogus" meaning leader. The word literally means the art and science of teaching adults.

The pedagogical model assigns to the teacher full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned. It is teacher-directed education, leaving to the learner only the submissive role of following a teacher's instructions. (Knowles, 1973, p. 52).

The instructional climate is "authority-oriented, formal, and competitive. . . . Information is transmitted from the instructor to the students in traditional formats" (Davenport & Davenport, 1984, pp. 130-131). This type of instruction is not conducive to adult learning. Adults want to be treated as adults; they want to be respected for their experiences and want to interact with each other. They do not want to be judged by another adult.

The concept Knowles and others has advanced is called andragogy and is based on how adults learn and their preferred teaching methods. It is more student-centered and problem-oriented than the traditional pedagogical assumptions.

In contrast (to conventional education), an instructor adhering to an andragogical philosophy would establish an institutional climate that was mutually respectful, informal, and collaborative. Planning, diagnosis of needs, formulation of objectives, and evaluation would be a mutual process between instructor and student. Design of the instructional process would be influenced by student readiness to learn and problem units. Learning would occur from experiential techniques actively involving the learner. . . . the andragogue could be more properly viewed as a facilitator of learning rather than as a disseminator of information. (Davenport & Davenport, 1984, p. 131)

Knowles (1980) defined andragogy not as a theory but as a set of assumptions that are different from pedagogy. These differences occur in the concept of the learner, the role of the learner's experience, the readiness to learn, and the orientation to learning. According to Knowles, adults need to know why they need to learn something before undertaking to learn it. When adults learn something on their own they will first invest considerable energy in probing into the

benefits they will gain from learning and the negative consequences of not learning it. They also have a self-concept of being responsible for their own actions and need to be seen by others as being capable of self-direction. As people grow and develop, they accumulate many experiences which become a rich resource for learning for themselves as well as others. In situations where adults' experiences are ignored or devalued, they perceive this as not rejecting just their experience but them as persons. Adults are ready to learn when they experience a need to cope with life situations which is a problem-centered orientation to learning. They want to apply their skills and knowledge to their immediate situations.

Teaching to the Needs of the Adult Learners

When teaching adults, the instructor becomes a facilitator, one who is a helper, guide, and resource; not a transmitter of knowledge, disciplinarian, and authority. In 1986 Brookfield defined six principles of effective practice in facilitating adult learning: (a) because adult learning is strictly voluntary, participation can be easily withdrawn if the activity does not meet their needs; (b) making participants feel

they are valued and deserving of respect will encourage adults to continue the learning experience; (c) facilitators and learners work together in designing the educational process; (d) there is a continual process of reflection and activity which is set within the context of the learner's past, current, and future experiences; (e) learners are encouraged to develop a critically questioning frame of mind; and (e) facilitators should assist adults to become self-directed learners (pp. 9-20).

Summary

Adults have slipped into the seats along side their children and have become almost as numerous, greying the green campuses, making colleges familiar places to senior citizens, and preserving the jobs of thousands of professors while confronting them with a new breed of students.

(Aslanian & Brickell, 1980, p. 108)

Because of the differences in learning characteristics and preferred teaching methods, adapting to the needs and interests of these new learners becomes a necessity. "Texts and teachers play a new and secondary role in this type of education; they must

give way to the primary importance of the learners"
(Lindeman, 1926, p. 6).

Chapter III

DESIGN OF THE STUDY

The design of the study was an informative survey utilized to illicit responses from adjunct faculty and adult learners on the interests and needs of the adult learner. The purpose of the study was to determine the congruence between the adjunct faculty understanding of the learning characteristics and preferred teaching methods of adult learners and the self-reported learning characteristics and preferred teaching methods of the adult learners.

Study Sample

The 42 adjunct faculty of the Buena Vista College Marshalltown Center were used as a sample for the study. All have taught at least one course for the Marshalltown Center during the 1990-1991 academic year.

The 82 adult learners sampled were students enrolled at the Buena Vista Marshalltown Center. Most students had matriculated and were classified as juniors or seniors. They are currently enrolled in a baccalaureate program or taking courses at the Marshalltown Center. They all have at least 60 semester hours of previous college credit.

Neither the sample of the adjunct faculty nor the adult learners were randomly selected but represent to the best of the researcher's ability, an unbiased sample.

Instruments

Two instruments, one for the adjunct faculty and one for the adult learners, were developed for this study. The instruments are found in Appendixes A and B. The author constructed the instruments with support following a review of the literature of characteristics of adult learners and preferred teaching methods. Each item on the adjunct faculty instrument has a matching item on the adult learner instrument.

The Likert Rating Scale was used for both the faculty survey and the adult learner survey instruments with five categories: (a) strongly agree, (b) agree, (c) disagree, (d) strongly disagree, and (e) no opinion. Each survey was composed of 53 comparative items.

Development of the Survey Instruments

The survey questions were divided into three generalized topic sections or clusters that correlated with the three research questions of this study.

Several survey questions had parallel questions. The paired questions are as follows: i.c. items numbers 39 and 47, 9 and 24, 5 and 53, 22 and 41, 6 and 51, and 10 and 45. Item numbers 10, 17, 37, 50, and 51 were reverse responses on the faculty and adult learner surveys. The following survey items under each cluster are grouped according to subject area.

Research Question Number One and
Survey Questions

Is there a significant difference in the extent to which adjunct faculty understand why adults return to college and the reasons provided by the adult learner? Thirteen survey questions corresponded to this research question.

- 44. Adults typically return to college because they are experiencing family and/or career difficulties.
- 39. (Faculty Questionnaire) Convenience (location and class scheduling) was the major consideration when adults determine which college to attend.
(Adult Learner Questionnaire) Convenience (location and class scheduling) was the major

consideration for me when determining which college to attend.

47. (Faculty Questionnaire) The quality of the faculty is the most important factor when an adult determines which college to attend.
- (Adult Learner Questionnaire) My selection of which college to attend was based primarily on the quality of the faculty.
8. The learning achieved in an accelerated format is equivalent to that of a semester as long as the contact hours are the same.
14. It is appropriate to end class late to insure course material is covered.
15. Students should not be penalized for missing classes.
38. Assignments requiring research in the library are frustrating to the adult student.
42. It is the instructor's responsibility to verify that library materials needed for class assignments are available to the student.
48. (Faculty Questionnaire) Adult students know how to use the library when doing research for their assignments.
- (Adult Learner Questionnaire) I do not know

how to use the library when doing research for my assignments.

37. (Faculty Questionnaire) Working in assigned groups outside of class is not difficult for adult students.

(Adult Learner Questionnaire) Working in assigned groups outside of class is difficult for me.

9. It is all right to add outside class assignments to the syllabus throughout the course.
24. The syllabus should be vague so assignments can be added throughout the course to enhance the learning process.
32. (Faculty Questionnaire) When the instructor complains about the textbook selection, the students become irritated.
- (Adult Learner Questionnaire) I become irritated when I buy a textbook that the instructor says is not suitable for the course.

Research Question Number Two and
Survey Questions

Is there a significant difference in the extent to which adjunct faculty understand the physical and cognitive differences between the adult students and the traditional age students and those differences provided by the adult learners? Fifteen survey questions responded to this research question.

18. Tests should be given during the last half of the class period.
29. Concentration is easier for adults so periodic breaks are not important.
34. Physical properties of the classroom such as noise, heating, cooling are unimportant to the adult student.
52. Being cognizant of the physical setting (seating arrangement, temperature, audio and visual elements) of a classroom is not as important to the adult learning environment as the content of the course.
43. When using an overhead projector, a handout of the transparency is unnecessary.

17. (Faculty Questionnaire) Adult students would prefer fewer tests or methods of evaluation to determine their final grade.
(Adult Learner Questionnaire) I prefer to have many tests or methods of evaluation to determine my final grade.
19. Open book tests are inappropriate for the adult student.
21. Referring to previously learned concepts is not beneficial to the adult learner.
40. Course material applied to real-life situations is difficult to understand.
5. Testing on memorization of facts and/or formulas is necessary for learning.
20. Quick memorization and recall determines the intellectual ability of the adult student.
35. Adults perform best on tasks requiring rote memorization.
53. Memorization of details and/or formulas is necessary for learning the overall concepts.
22. (Faculty Questionnaire) Adult students perform better on tests when not pressured by time restraints.

(Adult Learner Questionnaire) I do better on tests when I do not have time restraints.

41. Testing under time restraints shows ability to recall the information learned.

Research Question Number Three and
Survey Questions

Is there a significant difference in the extent to which adjunct faculty understand the learning styles of adult learners and the learning style preferences provided by adult students? Twenty-five survey questions responded to this research question.

2. (Faculty Questionnaire) Adults need to know the relevance of the course or topic before the instructor presents the material.

(Adult Learner Questionnaire) I want to know the relevance of the course or topic before attempting to learn it.

6. (Faculty Questionnaire) Instructor's comments and feedback are necessary on student assignments.

(Adult Learner Questionnaire) I want the instructor's comments and feedback on my assignments.

26. It is unnecessary to go over the test questions after the exam because adult students will seek out the answers on their own.
49. Adults are confident of their ability to learn.
51. (Faculty Questionnaire) Handing back assignments quickly is insignificant to the adult student.
- (Adult Learner Questionnaire) I like my assignments returned quickly so I can monitor my progress.
23. Sometimes adult behavior in the classroom requires verbal discipline.
25. The instructor should make it clear when someone comes to class late that tardiness is not allowed.
26. The instructor will embarrass a student who has given a wrong answer by giving no feedback and asking the question again.
33. The instructor should inform a student immediately when the wrong answer is given so the class does not become confused.

10. (Faculty Questionnaire) Student opinions are of no value in the classroom when they conflict with the learning objective.
(Adult Learner Questionnaire) Although my opinions might not agree with the learning objective, I feel they are of value in the classroom.
28. Sharing student experiences is a waste of class time.
45. (Faculty Questionnaire) Rejection is perceived when an adult's experiences are devalued in the classroom.
(Adult Learner Questionnaire) If my experiences are devalued in the classroom, I feel rejected.
3. The textbook should be covered in depth by the instructor.
46. Presenting and testing on material not in the textbook is unfair to the students.
50. (Faculty Questionnaire) Reading from the textbook to the adult learner and having them underline important information is helpful.
(Adult Learner Questionnaire) I dislike an instructor reading from the textbook and

having us underline information that he/she feels is important.

13. (Faculty Questionnaire) It is annoying to the adult student when time is taken to reteach a concept to a few members of the class.

(Adult Learner Questionnaire) It is annoying to me when the instructor has to reteach a concept to a few members of the class.

30. (Faculty Questionnaire) Adults are annoyed when a student monopolizes class discussion.

(Adult Learner Questionnaire) I am annoyed when a student monopolizes class discussion.

1. Lecturing is the best way to cover the content of a course and should be used as much as possible.
27. The instructor must be viewed as the expert in the classroom.
31. The instructor's task is to deliver knowledge.
4. The instructor relinquished teaching responsibilities when presentations are made by class members.
7. The class can listen but cannot participate in the learning experience when a student is giving a presentation.

16. Class presentations, class discussion, small group activities, and group projects do not allow the instructor to deliver knowledge.
11. (Faculty Questionnaire) Surprise quizzes increase the student's motivation to learn.
(Adult Learner Questionnaire) Surprise quizzes increase my motivation to learn.
12. It is not appropriate to give all As on a test.

Data Collection

The adjunct faculty instrument was mailed to the faculty with a cover sheet explaining the survey and the directions on how to answer the survey. (See Appendixes A and B.) A self-addressed stamped envelope was included so they could return the completed survey, or if they did not want to participate, they were asked to return the blank survey. A follow-up telephone call was made one week later to encourage the faculty to return the survey.

The adult learner survey was given at the beginning of seven evening classes at the Buena Vista Marshalltown Center. The classes represented were education, business, and human services. The researcher distributed the surveys to 82 students,

stated the purpose of the study, and gave the verbal directions for completing the survey. A cover sheet explaining the purpose of the study and the directions for completing the survey was attached to the survey. (See Appendixes C and D.) The survey was collected 15 minutes later. No follow-up was necessary. Since the surveys looked similar, the faculty survey was printed on white paper and the adult learner survey was printed on green paper to avoid confusion.

Treatment of the Data

The data from the faculty and the adult learner surveys were entered into the 8600 mainframe Vax computer. The Statistical Package for the Social Sciences, Version X (SPSSX) software program was used to analyze the results. Each survey question was scaled using five categories (strongly agree, agree, disagree, strongly disagree, and no opinion).

Two sample t-tests for independent measures were used to test if a significant difference existed between the faculty and adult learner responses on each cluster. The desired direction of responses was based on the theorists' and the researcher's experience of working primarily with adjunct faculty and adult learners as an administrator.

Chapter IV

ANALYSIS OF THE DATA

Of the total sample of 42, 37 faculty surveys or 88% were returned. Five surveys were not returned. All 82 of the adult learner surveys were collected. The data collected from both the faculty survey and the adult learner survey is presented in a table format. The three tables have the faculty/student comparisons and present the data in clusters with t-statistics that relate to the three research questions.

On each table, survey items are grouped into a cluster which corresponds to the research question. Refer to Chapter II for a complete listing of the grouped survey questions. The variable with identifying survey items, population, number of cases, mean, standard deviation, and the pooled variance estimate divided into the t-value and the p-value are the categories for the data presented on the tables.

Analysis of Research Question

Number One

Research question one: Is there a significant difference in the extent to which adjunct faculty

understand why adults return to college and the reasons provided by the adult learners?

The researcher found a significant difference ($p = .044$) between the responses of the faculty and those of the adult learners in the cluster of 13 survey items relating to this research question. The negative t ($t = -2.04$) indicates, however, the opposite of that anticipated by the research question. See Table 1.

Table 1

Why Adults Return to College

Population	Number of Cases	Mean	SDev	Pooled Variance Estimate	
				t-value	p-value
Faculty	37	34.51	2.87	-2.04	.044
Students	82	36.44	5.41		

Analysis of Research Question

Number Two

Research question two: Is there a significant difference in the extent to which adjunct faculty understand physical and cognitive differences between

the adult students and the traditional age students and those differences provided by the adult learners?

As shown on Table 2, the researcher found no significant difference ($p = .595$) between the responses of the faculty and those of the adult learners in the cluster of 15 survey items relating to this research question. The positive t indicates that the direction of the difference was the same as it was hypothesized.

Table 2

Physical and Cognitive Differences

Population	Number of Cases	Mean	SDev	Pooled Variance Estimate	
				t-value	p-value
Faculty	37	48.27	4.33	.53	.595
Students	82	47.68	6.03		

Analysis of Research Question

Number Three

Research question three: Is there a significant difference in the extent to which adjunct faculty understand the learning styles of adult learners and

the learning style preferences provided by adult learners?

The researcher found a significant difference ($p = .001$) between the responses of the faculty and those of the adult learners in the cluster of 25 survey items relating to this research question. See Table 3.

Table 3

Learning Styles and Preferred Teaching Methods

Population	Number of Cases	Mean	SDev	Pooled Variance Estimate	
				t-value	p-value
Faculty	37	74.49	5.41	3.49	.001
Students	82	69.93	7.06		

Chapter V
SUMMARY, DISCUSSION, CONCLUSIONS,
AND RECOMMENDATIONS

The study investigated the congruence between the adjunct faculty understanding of the learning characteristics and preferred teaching methods of the adult learner and the self-reported learning characteristics and preferred teaching methods of the adult learner. Of the three research questions the study was designed to answer, two of the three showed a significant difference.

Discussion of Research Question One

The first research question found a significant difference in the extent to which adjunct faculty understand why adults return to college and the reasons provided by the adult learner. The study indicated that faculty do not understand the reasons why adults return to college. The causes of adult learning are complex, but understanding the forces behind why adults decide to learn can be helpful when teaching adults.

In 1980 Aslanian and Brickell found that half of the adult learners they studied had undertaken some form of learning in order to cope with change in their

lives. More than half of these changes were career centered while the others learned because of family or leisure transitions. When a change event occurs, the adult must adapt and educational activity is one way to cope with these transitions.

Transitional life stages can be very trying for adult students who are juggling multiple responsibilities of home and career and also facing new challenges at school. As this shifting takes place in their lives, adults tend to lose balance as they move to new footing. Their self-confidence is sometimes low and they experience stress as they cope with their life circumstances. It is important for faculty to be aware of these differences in developmental stages as it can affect the instructional process. These transitions in an adult's life, their attitudes, value systems, opinions, self-images, likes and dislikes, fears, and anxieties are all brought to the classroom.

Effective facilitators of adult learning understand the overall concept of why adults return to college. They understand the voluntary or involuntary aspect of the returning adult, their motivation for learning, and the life struggles that happen during the learning experience. One of Brookfield's (1986)

principles of effective practice which encourages adult learning is making participants feel they are valued and deserving of respect.

The behavior of the teacher probably influences the character of the learning climate more than any other single factor. Teachers convey in many ways whether their attitude is one of interest in and respect for the students or whether they see the students essentially as receiving sets for transmissions of wisdom. (Knowles, 1980, p. 47)

Faculty that offer support, reassurance, and encouragement will help insecure adults continue their education and become successful students.

Discussion of Research Question Two

The second research question did not show a significant difference in the extent to which adjunct faculty understand the physical and cognitive differences between adult students and the traditional age students and those differences provided by the adult learners.

The age difference of the student and the instructor was probably slight, therefore, the instructor would have insight into his/her physical needs which would correspond to the needs of the

students. If physical needs are overlooked, adults will be assertive in making their needs known. Of the three research questions, the understanding needed in this area is the least important when teaching adults. However, awareness of cognitive differences enhances instruction and increases an adult's ability to learn. By understanding the physical and cognitive characteristics of adult learning, Cross (1981) concludes that effective facilitators, "make special efforts to encourage flexibility and to provide non-threatening environments" (p. 168).

Discussion of Research Question Three

The third research question showed a significant difference in the extent to which adjunct faculty understand the learning styles of adult learners and the learning style preferences provided by adult students.

"Individuals can learn in situations that conflict with personal preferences, but they may not learn as much, as well, or as enjoyably as they will in their preferred conditions" (Cranton, 1989, p. 30). Knowles (1980) said that these preferences are based on the adult's need to know, the learner's self-concept, role of the learner's experience, the readiness to learn,

the orientation to learning, and motivation (pp. 53-54).

Adults need to know the relevance of learning something before undertaking to learn the information. Helping adults become aware of the need to know and helping them discover for themselves the gaps between what they know and what they want to know can increase their ability to learn.

"Adults have a self-concept of being responsible for their own decisions, for their own lives. . . . They resent and resist situations in which they feel others are imposing their wills on them" (Knowles, 1973, p. 56). Any experiences that place the self-directed person in the position of being treated as a child is likely to interfere with the success of the learning process. When teaching adults, the instructor becomes more of a facilitator, one who is a designer of situations that promote learning. The learner shares in the planning of the learning experience and takes an active role in the development of his/her learning.

The role of experience also has consequences on the learning situation. Because adults have lived longer, they bring a rich resource of experience to the classroom and can contribute greatly to the learning of

others. On the negative side, as experiences are accumulated there is a larger number of fixed habits, biases, and presuppositions that block new ideas and alternative ways of thinking and, therefore, adults tend to be less open-minded. The adult educator adapts to this situation by creating an environment that is accepting of other opinions and where there is a willingness to enter into the process of change.

An adult's readiness to learn is more problem oriented.

Adults engage in learning largely in response to pressures they feel from their current life situation. To adults, education is a process of improving their ability to cope with life problems and they tend, therefore, to enter an educational activity in a problem-centered or performance-centered frame of mind. (Knowles, 1980, p. 53)

Adults' orientation to learning is based on whether it will help them deal with their life problems. They are receptive to learning when they see the application of this knowledge to their lives. Faculty will capitalize on this aspect of learning by using a variety of teaching methods such as discussion,

problem-solving cases, simulation exercises, and field experiences.

In the adult learning process, adults are motivated to keep growing and developing, but the most important motivator is internal. The desire for approval and the need for accomplishment are strong human drives. Positive and frequent feedback and recognition of accomplishments help motivate adults to keep learning and growing.

Recommendations

We have become a society where adult learning is a natural activity. Kidd (1973) states that, "the critical part of the process of teaching-learning is how the learner is aided to embark on this active, growing, changing, painful, or exhilarating experience we call learning" (p. 14). The instructor plays an important role in facilitating adult learning. Helping adults learn is a very rewarding experience and for the instructor "it is both an opportunity and a responsibility. It is an opportunity . . . to grow, to learn more . . . but (there) . . . is also a responsibility to . . . learners to create the kind of climate in which they feel comfortable, secure, and able to learn" (Draves, 1984, p. 4).

Teaching adults is different than teaching children, therefore understanding the adult learner can make a difference between a successful class or an unsuccessful one. "Helping adults learn is a transactional process in which the facilitator interacts with the learners, content, other people and material to plan and implement an educational program" (Galbraith, 1989, p. 10). Being proficient in the content area, creating an atmosphere of self-worth in the classroom, assessing and evaluating the needs of the learner, selecting and organizing the learning activities, all contribute to effectiveness in the classroom.

From the results of this study, faculty are not aware of motivational factors causing the adult student to return to college, nor are they sensitive to the learning characteristics and the preferred teaching methods of the adult student. Faculty development programs on understanding the adult learner would enhance one's teaching ability as well as create a successful learning experience for the adult learner.

Conclusions

The following conclusions are drawn from this study:

1. There was not congruence between the faculty understanding of why adults return to college and the reasons provided by the adult learners.

2. There was congruence between the faculty understanding of physical and cognitive differences between the adult students and the traditional age students and those differences provided by the adult learners.

3. There was not congruence between the faculty understanding of the learning styles of adult learners and the learning style preferences provided by adult learners.

Although a generalization should not be made from the results of the study, the researcher feels the implications are not unique to the sample studied. With the increased numbers of adults entering college, awareness of motivational factors causing the adult student to return to college and sensitivity to the learning characteristics and the preferred teaching methods of the adult learner is an important issue for faculty development programs. Understanding of the adult learner enhances one's teaching ability as well as creates a successful learning experience for the adult learner.

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APPENDIX A

Cover Letter for Faculty

DATE: April 23, 1991

TO: Buena Vista Marshalltown Center Faculty

FROM: Nancy Wilson, Director

I am researching the characteristics of the adult learner. Since the majority of your students are adults, your perceptions would be very helpful when studying these characteristics.

I would be happy if you would respond to my survey questions as soon as possible. However, if you do not wish to participate, simply return the questionnaire.

Please complete the survey but do not sign your name. A self-addressed stamped envelope is enclosed for your convenience. Thank you.

APPENDIX B

Faculty Perceptions of Adult Learning (FPAL)

Please respond to each item the way you most frequently feel about the adult learners in your classroom. Your choices are: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or no opinion (NO). Please circle your response.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
1. Lecturing is the best way to cover the content of a course and should be used as much as possible.	SA	A	D	SD	NO
2. Adults need to know the relevance of the course or topic before the instructor presents the material.	SA	A	D	SD	NO
3. The textbook should be covered in depth by the instructor.	SA	A	D	SD	NO
4. The instructor relinquishes teaching responsibilities when presentations are made by class members.	SA	A	D	SD	NO
5. Testing on memorization of facts and/or formulas is necessary for learning.	SA	A	D	SD	NO
6. Instructor's comments and feedback are necessary on student assignments.	SA	A	D	SD	NO
7. The class can listen but cannot participate in the learning experience when a student is giving a presentation.	SA	A	D	SD	NO
8. The learning achieved in an accelerated format is equivalent to that of a semester as long as the contact hours are the same.	SA	A	D	SD	NO
9. It is all right to add outside class assignments to syllabus throughout the course.	SA	A	D	SD	NO
10. Student opinions are of no value in the classroom when they conflict with the learning objective.	SA	A	D	SD	NO
11. Surprise quizzes increase the student's motivation to learn.	SA	A	D	SD	NO
12. It is not appropriate to give all A's on a test.	SA	A	D	SD	NO
13. It is annoying to the adult student when time is taken to reteach a concept to a few members of the class.	SA	A	D	SD	NO
14. It is appropriate to end class late to insure course material is covered.	SA	A	D	SD	NO
15. Students should not be penalized for missing classes.	SA	A	D	SD	NO
16. Class presentations, class discussion, small group activities, and group projects do not allow the instructor to deliver knowledge.	SA	A	D	SD	NO
17. Adult students would prefer fewer tests or methods of evaluation to determine their final grade.	SA	A	D	SD	NO
18. Tests should be given during the last half of the class period.	SA	A	D	SD	NO
19. Open book tests are inappropriate for the adult student.	SA	A	D	SD	NO

Your choices are: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or no opinion (NO). Please circle your response.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
20. Quick memorization and recall determines the intellectual ability of the adult student.	SA	A	D	SD	NO
21. Referring to previously learned concepts is not beneficial to the adult learner.	SA	A	D	SD	NO
22. Adult students perform better on tests when not pressured by time restraints.	SA	A	D	SD	NO
23. Sometimes adult behavior in the classroom requires verbal discipline.	SA	A	D	SD	NO
24. The syllabus should be vague so assignments can be added throughout the course to enhance the learning process.	SA	A	D	SD	NO
25. The instructor should make it clear when someone comes to class late that tardiness is not allowed.	SA	A	D	SD	NO
26. The instructor will embarrass a student who has given a wrong answer by giving no feedback and asking the question again.	SA	A	D	SD	NO
27. The instructor must be viewed as the expert in the classroom.	SA	A	D	SD	NO
28. Sharing student experiences is a waste of class time.	SA	A	D	SD	NO
29. Concentration is easier for adults so periodic breaks are not important.	SA	A	D	SD	NO
30. Adult students are annoyed when a student monopolizes class discussion.	SA	A	D	SD	NO
31. The instructor's task is to deliver knowledge.	SA	A	D	SD	NO
32. When the instructor complains about the textbook selection, the students become irritated.	SA	A	D	SD	NO
33. The instructor should inform a student immediately when the wrong answer is given so the class does not become confused.	SA	A	D	SD	NO
34. Physical properties of the classroom such as noise, heating, cooling are unimportant to the adult student.	SA	A	D	SD	NO
35. Adults perform best on tasks requiring rote memorization.	SA	A	D	SD	NO
36. It is unnecessary to go over the test questions after the exam, because adult students will seek out the answers on their own.	SA	A	D	SD	NO
37. Working in assigned groups outside of class is not difficult for adult students.	SA	A	D	SD	NO
38. Assignments requiring research in the library are frustrating to the adult student.	SA	A	D	SD	NO
39. Convenience (location and class scheduling) is the major consideration when adults determine which college to attend.	SA	A	D	SD	NO

Your choices are: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or no opinion (NO). Please circle your response.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
40. Course material, applied to real-life situations, is difficult to understand.	SA	A	D	SD	NO
41. Testing under time restraints shows ability to recall the information learned.	SA	A	D	SD	NO
42. It is the instructor's responsibility to verify that library materials needed for class assignments are available to the student.	SA	A	D	SD	NO
43. When using an overhead projector, a handout of the transparency is unnecessary.	SA	A	D	SD	NO
44. Adults typically return to college because they are experiencing family and/or career difficulties.	SA	A	D	SD	NO
45. Rejection is perceived when an adult's experiences are devalued in the classroom.	SA	A	D	SD	NO
46. Presenting and testing on material not in the textbook is unfair to the students.	SA	A	D	SD	NO
47. The quality of the faculty is the most important factor when an adult determines which college to attend.	SA	A	D	SD	NO
48. Adult students know how to use the library when doing research for their assignments.	SA	A	D	SD	NO
49. Adults are confident of their ability to learn.	SA	A	D	SD	NO
50. Reading from the textbook to the adult learner and having them underline important information is helpful	SA	A	D	SD	NO
51. Handing back assignments quick is insignificant to the adult student.	SA	A	D	SD	NO
52. Being cognizant of the physical setting (seating arrangement, temperature, audio and visual elements) of a classroom is not as important to the adult learning environment as the content of the course.	SA	A	D	SD	NO
53. Memorization of details and/or formulas is necessary for learning the overall concepts.	SA	A	D	SD	NO

APPENDIX C

Letter to Buena Vista Students

DATE: April 24, 1991

TO: Buena Vista Students

FROM: Nancy Wilson, Director

I am doing research on the characteristics and needs of the adult learner. Since you are an adult learner, I would appreciate your perceptions about adult learning.

Please complete the attached survey. Thank you.

APPENDIX D

Adult Perceptions of Adult Learning (APAL)

Please respond the way you most frequently feel about yourself and your peers in the classroom. Your choices are: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or no opinion (NO). Please circle your response.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
1. Lecturing is the best way to cover the content of a course and should be used as much as possible.	SA	A	D	SD	NO
2. I want to know the relevance of the course or topic before attempting to learn it.	SA	A	D	SD	NO
3. The textbook should be covered in depth by the instructor.	SA	A	D	SD	NO
4. The instructor relinquishes teaching responsibilities when presentations are made by class members.	SA	A	D	SD	NO
5. Testing on memorization of facts and/or formulas is necessary for learning.	SA	A	D	SD	NO
6. I want the instructor's comments and feedback on my assignments.	SA	A	D	SD	NO
7. The class can listen but cannot participate in the learning experience when a student is giving a presentation.	SA	A	D	SD	NO
8. The learning achieved in an accelerated format is equivalent to that of a semester as long as the contact hours are the same.	SA	A	D	SD	NO
9. It is all right to add outside class assignments to syllabus throughout the course.	SA	A	D	SD	NO
10. Although my opinions might not agree with the learning objective, I feel they are of value in the classroom.	SA	A	D	SD	NO
11. Surprise quizzes increase my motivation to learn.	SA	A	D	SD	NO
12. It is not appropriate to give all A's on a test.	SA	A	D	SD	NO
13. It is annoying to me when the instructor has to reteach a concept to a few members of the class.	SA	A	D	SD	NO
14. It is appropriate to end class late to insure course material is covered.	SA	A	D	SD	NO
15. Students should not be penalized for missing classes.	SA	A	D	SD	NO
16. Class presentations, class discussion, small group activities, and group projects do not allow the instructor to deliver knowledge.	SA	A	D	SD	NO
17. I prefer to have many tests or methods of evaluation to determine my final grade.	SA	A	D	SD	NO
18. Tests should be given during the last half of the class period.	SA	A	D	SD	NO
19. Open book tests are inappropriate for the adult student.	SA	A	D	SD	NO

Your choices are: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or no opinion (NO). Please circle your response.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
20. Quick memorization and recall determines the intellectual ability of the adult student.	SA	A	D	SD	NO
21. Referring to previously learned concepts is not beneficial to the adult learner.	SA	A	D	SD	NO
22. I do better on tests when I do not have time restraints.	SA	A	D	SD	NO
23. Sometimes adult behavior in the classroom requires verbal discipline.	SA	A	D	SD	NO
24. The syllabus should be vague so assignments can be added throughout the course to enhance the learning process.	SA	A	D	SD	NO
25. The instructor should make it clear when someone comes to class late that tardiness is not allowed.	SA	A	D	SD	NO
26. The instructor will embarrass a student who has given a wrong answer by giving no feedback and asking the question again.	SA	A	D	SD	NO
27. The instructor must be viewed as the expert in the classroom.	SA	A	D	SD	NO
28. Sharing student experiences is a waste of class time.	SA	A	D	SD	NO
29. Concentration is easier for adults so periodic breaks are not important.	SA	A	D	SD	NO
30. I am annoyed when a student monopolizes class discussion.	SA	A	D	SD	NO
31. The instructor's task is to deliver knowledge.	SA	A	D	SD	NO
32. I become irritated when I buy a textbook that the instructor says is not suitable for the course.	SA	A	D	SD	NO
33. The instructor should inform a student immediately when the wrong answer is given so the class does not become confused.	SA	A	D	SD	NO
34. Physical properties of the classroom such as noise, heating, cooling are unimportant to the adult student.	SA	A	D	SD	NO
35. Adults perform best on tasks requiring rote memorization.	SA	A	D	SD	NO
36. It is unnecessary to go over the test questions after the exam, because I will find the answers on my own.	SA	A	D	SD	NO
37. Working in assigned groups outside of class is difficult for me.	SA	A	D	SD	NO
38. Assignments requiring research in the library are frustrating to the adult student.	SA	A	D	SD	NO
39. Convenience (location and class scheduling) was the major consideration for me when determining which college to attend.	SA	A	D	SD	NO

Your choices are: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), or no opinion (NO). Please circle your response.

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>	<u>NO</u>
40. Course material, applied to real-life situations, is difficult to understand.	SA	A	D	SD	NO
41. Testing under time restraints shows ability to recall the information learned.	SA	A	D	SD	NO
42. Instructors should make sure library materials are available before requiring class assignments that use these resources.	SA	A	D	SD	NO
43. When using an overhead projector, a handout of the transparency is unnecessary.	SA	A	D	SD	NO
44. Adults typically return to college because they are experiencing family and/or career difficulties.	SA	A	D	SD	NO
45. If my experiences are devalued in the classroom, I feel rejected.	SA	A	D	SD	NO
46. Presenting and testing on material not in the textbook is unfair to the students.	SA	A	D	SD	NO
47. My selection of which college to attend was based primarily on the quality of the faculty.	SA	A	D	SD	NO
48. I do not know how to use the library when doing research for my assignments.	SA	A	D	SD	NO
49. Adults are confident of their ability to learn.	SA	A	D	SD	NO
50. I dislike an instructor reading from the textbook and having me underline information that he/she feels is important.	SA	A	D	SD	NO
51. I like my assignments returned quickly so I can monitor my progress.	SA	A	D	SD	NO
52. Being cognizant of the physical setting (seating arrangement, temperature, audio and visual elements) of a classroom is not as important to the adult learning environment as the content of the course.	SA	A	D	SD	NO
53. Memorization of details and/or formulas is necessary for learning the overall concepts.	SA	A	D	SD	NO